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ABSTRACT

This book on the educaiton of students with disabilities is organized around an interactive teaming model based on the concepts of consultation and collaboration, and includes key elements of total quality efforts, child and adult learning theories, and recognition of the importance of sensitivity to cultural differences. Part 1 provides a foundation and overview of the contextual framework, an outline of the teaming model, comparisons with existing models, historical foundations, and dimensions of the interactive team. Part 2 highlights barriers to effective team functioning and outlines facilitating factors that make the teaming model work, including understanding roles and perspectives of team members, enhancing communication skills, considering cultural and linguistic diversity, developing service coordination skills, empowering team members through professional development, and supporting family involvement. Part 3 features implementation of interactive teaming in programs for students from culturally and linguistically diverse backgrounds, infants and preschoolers with disabilities, students with mild disabilities, and students with severe disabilities. (Individual chapters contain references.) (DB)

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